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State Normal School of Colorado



Announcement of Summer Term Courses for Rural Teachers.

In all publications of this institution is employed the spelling
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INTRODUCTORY NOTE.

The function of the State Normal School is to prepare teachers for the public service. To prepare rural teachers is a part of its work. To this end, that the Normal School may become more useful to the country schools and the country school teachers, courses of study will be given during the summer term, which will especially fit these teachers for the particular work of the rural or country schools. Courses will be given in subject matter and in teaching the subjects; in the organization of a country school; in making a program and putting it into execution; in living with the patrons; in relating the efforts of the school with the community; in the management and organization of the school; and in ways to cooperate with the county superintendent.

The work of the rural teacher is in a sense different from that of the city teacher,—

1. The city teacher has one grade; the rural teacher usually has eight.
2. The children of the city have a different set of experiences from the country children.
3. The country teacher has no one to supervise his work—he is teacher, principal and superintendent.
4. He has not the opportunity to attend teachers' meetings, nor has he the opportunity to be inspired by other teachers.
5. He is isolated—isolation tends to arrest growth along scholastic and professional lines.
6. His salary will not permit him to buy books, attend associations and teachers' meetings.

The rural schools are largely taught by persons who have had no special training, either academic or profes-

sional—they are taught by high school graduates, or even persons who have finished only the elementary school. They know of no other way whatever to teach than the way in which they have been taught. The city schools they have attended differs very materially from the country schools in which they are to teach.

Courses of Work.

Course 1.

A. Elementary Psychology. The psychology which determines methods and materials of instruction will be given in this course. A significant feature of the course will be observation in the ungraded room where principles discovered in the psychology class may be seen in actual use. Two periods a week. Dr. I. E. Miller.

B. Organization, Government, Management and Teaching of a Country School. The simple and elementary, yet fundamental, principles involved in the above topics will be considered in this course. Much time will be given to observation of the ungraded room as it is being taught by the expert who will be in charge of it. Two periods a week. State Superintendent Katherine M. Cook.

C. Hand Work. In this class the teachers will be given instruction in keeping the smaller children profitably busy while the teacher is giving her attention to the older children of the school.

The work will consist of—

1. Rug weaving.
 2. Story telling with sissors.
 3. Story telling with clay.
 4. Basketry.
 5. Paste board modeling.
 6. Stained glass work with paste board and paper.
- One period a week. Mrs. Sibley.

Course 2.

English, Grammar and Reading, and How to Teach Them. Five periods a week. Mr. Mooney.

Course 3.

History and Geografy, and How to Teach Them.

Five periods a week. Mr. Mooney.

Course 4.

Number and Arithmetic, and How to Teach Them.

Five periods a week. Mr. Mooney.

The above courses will be given having in view the conditions under which the rural teacher must work. The aim will be to give a rapid review of such parts of the subjects as appear to be the least understood by those who take the work. Individual aid will be given students in these classes. A significant purpose of the work will be to give instruction in presenting subjects most effectively in the limited space of time at the disposal of the teacher in most country schools.

Course 5.**A. Manual Training.**

1. Art Metal. A course dealing with simple sheet metals, such as copper, brass, sheet iron, German silver and bronze.

The course consists of—

(a) Designing, laying out, and assembling various useful and decorative pieces of metal work, such as brass or sheet iron picture frames, copper belt pins, German silver tie pins, etc.

(b) The artistic development of arts-craft jewelry, using a very limited number of tools costing not more than two dollars for the entire equipment.

2. Woodwork. A course to suit the needs of the country children, covering things useful in the children's home and school life, for home

decoration and school aid, such as the making of mounts for specimens in science, etc.

Equipment can be collected gradually. A school can start very well with five to seven dollars' worth of tools. Material can always be found around a country home. In fact, most of the tools may be borrowed. Five periods a week, three weeks. Mr. Hadden.

B. Domestic Science in the Rural Schools.

This course aims to give training in the study of foods, food preparation, housekeeping, and sewing, when there is but little equipment, and no room other than the regular school room for the work. Some of the problems to be considered in such a course are: how to interest the parents so as to secure their sympathy and co-operation; the kind of simple equipment needed, and how this can be obtained with little or no expense to teacher or community; how the work may be done in the ordinary school room; what proportion of time shall be given this work, and how can this work be correlated with the regular studies. The purpose of this course is to give such help to the country school teacher as shall enable her to go out into the rural school districts and do something toward improving the home life of the community. To do this, the work done in the school must be of the character most helpful in solving the practical problems of these particular homes. Home conditions being known, the materials used for the work in the school should be those in use in the average home of the community. Five periods a week, three weeks. Miss Wilkinson.

Course 6.

Home Geography, Elementary Agriculture and Nature Study.

This course is designed to train teachers to look to the country and to country life for material in teaching. There is an ever growing tendency to make the rural

school more efficient, to revitalize it, by teaching rural children in terms of their environment,—by bringing them into closer personal contact with the everyday world in which they live. All too often the teaching of the rural school is entirely unrelated to the lives of the people. Geographies treat of the industries, customs, and natural features of foreign countries; agricultural textbooks, of crops and methods strange to the community; and nature books deal with strange animals and stranger birds and plants. These lead away from the country, and the country child grows up in ignorance of the commonest things of the region in which he lives. Education should grow out of the lives and back into the lives of people, and we must, therefore, look more to the country and to country life in rural school teaching. Five periods a week, six weeks. Mr. Hochbaum.

Course 7.

Art for the Rural Schools.

A. Free Hand Drawing, illustrating things related to the interests of rural life.

B. Structural Drawing, leading to a full comprehension of its relation to life on the farm—the building and constructing of homes, barns, etc., the preservation of tools and machinery thru proper outbuildings, the survey and construction in plan of interesting surroundings of rural homes and schools.

C. Design, as related to the rural home, school, and inhabitants, including self-help in school room decoration, house decoration, the planning of interior color schemes, and simple and proper furnishings, based upon self-help. Five periods a week, six weeks. Mr. Ernesti.

Course 8.

Music for the Rural Schools.

Songs that represent the different moods and experiences of child life,—games, animals, holidays, seasons,

work, lullabys, opening and closing of school, ethics, patriotism, the different aspects of nature and so on, are taught and interpreted from a pedagogical and psychological standpoint. Material suitable for every day and occasion of the school year is suggested and studied.

Five periods a week, six weeks. Mr. Fitz.

Course 9.

County Supervision of Schools.

The State Normal School, at the suggestion of several county superintendents, will offer a course for county superintendents in the summer session. There will be three distinct units of the work, each unit to receive two weeks' time. Any county superintendent who can be here for the entire six weeks, and who elects this course, may take three units as they are given in the school. If, however, a county superintendent cannot attend the entire session he may take one or two of the topics in residence and the remainder of the course in non-residence. Full credit will be given for this course, which will be under the direction of Mrs. Katherine M. Cook, State Superintendent of Public Instruction. In this course the following subjects will be considered:

1. **An Investigation of the Systems of Supervision of Rural and Village Schools in the United States.** Five periods a week, two weeks.
2. **An Investigation of the Systems of Rural School Supervision in Foren Countries.** Five periods a week, two weeks.
3. **A Consideration of the Problems of the Rural and Village Schools and the Means of Their Solution.**

Five periods a week, two weeks.

Full credit toward graduation will be given for any work taken in these courses. County superintendents and all school officers who have an interest in the improve-

ment of the rural schools are askt to cooperate with the State Normal School in its effort to offer courses which will aid in such improvement. City superintendents are urged to call the attention of members of their graduating classes, who intend to begin teaching as soon as they graduate from the high school, to the above courses offerd by the State Normal School during the summer term.

Persons who have never taught and who are not high school graduates but who intend to take the county examinations for a certificate are urgd to enroll for the summer term, where they will find opportunity to do work which will make them more efficient teachers.

Persons who are experienced teachers but who have not graduated from a high school will find courses offerd in the summer term especially adapted to their needs.

The coming summer session of the Colorado State Normal School will be one of the most attractiv sessions ever offerd by the institution. Mrs. Katherine M. Cook, State Superintendent of Public Instruction, will give courses as indicated in this bulletin. Supt. J. F. Keating, of Pueblo, Supt. M. F. Miller, of Fort Collins and Supt. Wilson M. Shafer, of Cripple Creek will give courses in other departments of the summer school. In addition to the work given by the above persons, special courses will be given by G. Stanley Hall, President of Clark University; M. V. O'Shea, Head of the Department of Education, University of Wisconsin; Henry Suzzallo, Professor of Social Education, Columbia University; S. C. Schmucker, Professor of Nature Study and Biology, Westchester (Pa.) Normal School; and W. M. R. French, Director of the Chicago Art Institute. These people stand for what is best in educational thought and practice. It will be a rare opportunity of which the Normal School hopes a large number of superintendents, principals and teachers in Colorado will take advantage.

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1911

*Published Quarterly by the Trustees of the State
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DEPARTMENT FOR RURAL SCHOOL TEACHERS

The large attendance and the unexpected success of the rural school department opened for the first time, during the summer term of 1910, has made its continuance a necessity, and it will hereafter be a permanent department during regular and summer terms.

Altho the deficiencies of our rural schools and the lack of means for training teachers for rural school work has long been recognized by educators, the general public is only beginning to appreciate this need. Those most active in behalf of better schools in the rural districts have been handicapped by the necessity of overcoming a sort of traditional feeling that little or no special preparation was needed for prospective country school teachers. And so, even when the need of some sort of training did become recognized, the courses offered were largely of an elementary character. The general awakening of people throughout the country to an appreciation of the advantages of life in the open country; the rapid increase of our population, bringing with it the inevitable scarcity of land and a corresponding increase in its value; the realization of the seriousness of concentrating population in our large cities; the growing belief in the value of intense cultivation and scientific farming; the interest taken in better country living by both state and national agencies; and various other causes, all leading toward betterment of social and economical conditions

in the country, have changed the attitude of the public toward the rural schools. "The spirit of the times forbids a continuance, for a longer time than is made necessary by the present order, of paid public instruction to rural children by instructors who are two, three, four, or five years less well prepared than the paid public instructors of urban children." (Burnham.) In short, our country communities must have just as good schools, and our country boys and girls must have just as well prepared teachers as are furnished by the cities. This not alone in justice to the children themselves but because of its necessity to the social and economic adjustment of city and country life.

One of the three great needs, as stated in the report of the commission on country life, is a "new kind of schools". The country school must cease to be an imitation of the city school with its borrowed curriculum, entirely out of tune with the world of the farm child. The greatest need is for professionally trained rural teachers able to meet the conditions as they exist. Scholarship is not the only essential. The country teacher must know country life and must have an understanding of and sympathy for it in order to be qualified to do his work successfully and to be a force in the life of the community.

Following the example of other states the Colorado State Normal School will hereafter train teach-

ers for rural servis. All of the work of preparing for teaching will be done with special reference to country conditions, the officers of the school believing this to be a work whose importance is second to none in the educational development of the state. It is the purpose of this department to furnish teachers who do not take the first opportunity to get into city work, as is too often the case, even when conditions are almost equally favorable, but who are content to remain and build up in the country. The country school must prepare country boys and girls to develop in every way the community in which they liv. The instructors in this department will give their time and energy to the uplifting of rural communities to the best possible life thru the schools. They will always be ready and anxious to assist in every way possible, and glad to co-operate at all times with farmers' unions, granges, etc., and especially with county superintendents of schools in the effort to stimulate interest and enthusiasm in educational matters, and the aim constantly will be to bring about greater efficiency thru organization and co-operation with all the forces pertaining to the improvement of life in the country.

1. SCHOOL MANAGEMENT—THEORY OF TEACHING

The fundamental principles involvd in the organization and government of rural schools will be con-

siderd in this course. In *method* the state course of study will be carefully considerd with reports and discussions by students. How to prepare the daily program and use it will receiv careful attention. In *management*, the rural school and its relation to the community, to the county and state educational system; and school law as it affects school directors, teachers, and pupils will be considerd. The elements of rural sociology will be studied in this course. Papers and reports on topics of social and industrial interest in rural communities will be required.

2. REVIEWS

Thoro review courses in the subjects of the curriculum of the elementary school will be offerd. It is particularly significant that the teacher should know the branches he is to teach. The importance of a knowledge of the subject matter must not be underestimated.

All of the common branches will be thoroughly reviewed both from the academic and the professional standpoint, but always with special emphasis on how to teach them, and with special reference to country school conditions. These courses will therefore prepare the teacher in methods of presentation of the elementary school subjects and will at the same time so add to his own knowledge of the subject matter as to

assist any who wish to take the regular examination for teachers.

English, grammar, reading, and how to teach them5 periods per week

History, geography, and how to teach them5 periods per week

Number, arithmetic, and how to teach them5 periods per week

The state course of study will be made the basis for this review work.

3. PRIMARY METHODS

How to begin work in the first grade and to keep children employed during the busy hours, while the teacher is engaged with other classes in an ungraded school, are most difficult problems for the inexperienced teacher.

All the work pertaining to the lower grades, including handwork, games, folk dancing, and the care of the children's play time will be considered in the course.

4. MUSIC

The purpose of this course is to emphasize the value of music in the life of the country child, and its need as a part of his education, and to fit the teacher to teach the singing of beautiful songs under conditions which exist in small and ungraded schools. Those

not familiar with material—simple and beautiful songs adapted to this kind of work—will receive every assistance in the selection of proper material as well as practical instruction in the methods of presenting music in the school room.

5. ART

Every rural school teacher should know the value of art in the school room, and learn how to interest country children in drawing and design. Every school can afford to give at least one hour a week to this work, and even with this small amount of time surprising results can be obtained.

6. AGRICULTURE—NATURE STUDY

This course will include a study of home geography and environment with special relation to the application of school studies to the life of the community.

Laboratory and garden work are done and work in the school neighborhood emphasized. A study of common plants and of domestic and familiar animals is also included, and only such work is given as is within the compass of every rural school with little or no equipment, and with the purpose of drawing on the immediate surroundings for material. Outlines given in the state course of study explained and discussed.

7. DOMESTIC SCIENCE

This course will be planned to give training in the study and preparation of foods, home-keeping and sewing in the one-room schools. Special attention will be given to ways of securing interest and co-operation from the homes in the neighborhood, how the work may be done in the ordinary school room, the selection and procuring of material and equipment, and methods of correlating with the regular school studies.

8. MANUAL TRAINING

This course will be planned with special care and will include such work in measuring, cutting, and the making of simple objects that will be artistic and useful after they are completed. The equipment used will be inexpensive and selected with a view of being added to gradually, as demand for the work increases. It will be adapted to the ability of teachers who previously have not had special preparation for this kind of work, and will aim to aid in increasing interest in school work and closer touch between the life of the school and the community.

For further particulars address

THE STATE NORMAL SCHOOL,
Greeley, Colorado.